

Iowa Individual Administrator Professional Development Plan

To be developed collaboratively between administrator and supervisor

Name: Elementary

School:

District:

AEA:

District or Building Focus

Step 1

General *District* Goal Area:

All K-12 students will achieve at high levels in reading comprehension

Step 2

Specific *School* or District Goal

Improve all students' written expression

Step 3

Specific Leadership Goals* (1-3 things the administrator will DO to increase likelihood that goals in steps 1 & 2 will be achieved)	Related ISSL	Indicators of Progress (Document the effect of chosen indicators.)	Start & End Dates	Review Date(s)	Items discussed during review
Conduct targeted walkthroughs aligned with district and building learning Conduct collaborative, targeted walkthroughs following district and building professional learning sessions	1, 2, 6	<ul style="list-style-type: none"> Increased teacher regularity and fidelity of implementation of targeted writing strategies (Evidenced through walkthrough data and implementation logs) Improved student performance in writing as measured by the district writing rubric Improved student writing performance as measured by teacher designed formative assessments 	September to May	Every other Tuesday during the elementary collaborative meetings	*Walkthrough data *Reflective questions *Walkthrough templates *Writing strategy implementation and progress *Student data
Incorporate insights from walkthroughs into professional learning planning and delivery	1, 2, 6	<ul style="list-style-type: none"> Professional learning agendas Improved student performance in writing as measured by the district writing rubric Improved student writing performance as measured by teacher designed formative assessments 	September, January, April, an throughout the year	Every other Tuesday at the elementary collaborative meetings	*Revised district scoring rubric *Facilitation strategies *Professional Learning Survey *Student writing data
Provide time for teachers to analyze student data and create effective instructional plans in targeted areas (reading and writing)	1, 2, 6	<ul style="list-style-type: none"> Improved student performance in writing as measured by the district writing rubric Improved student writing performance as measured by teacher designed formative 	September to May	September, January, May	*Student writing samples *Wholistic scoring procedures *Instructional adjustments based on strengths and weakness in student writing *Achievement gaps *Flexible grouping

		assessments			
Engage in informal, reflective/coaching conversations following targeted walkthroughs	1, 2, 6	<ul style="list-style-type: none"> Walkthrough forms 	September to May	Every other Tuesday during the elementary collaborative meetings	*Entry points *Reflective questions *Student-centered focus *Emphasis on new teachers

Step
4

Learning Goals* (1-3 things the administrator will DO to increase likelihood that goals in steps 1 & 2 will be achieved)	Related ISSL	Indicators of Progress (Document the effect of chosen indicators.)	Start & End Dates	Review Date(s)	Items discussed during review
Participate in all professional learning sessions at the building and district level to increase my capacity about effective writing instruction	1, 2, 6	Mid-year and end of the year reflection that will address our learning and next coaching/learning steps	September to May	Bi-monthly with the elementary administrative team, Quarterly with the superintendent	*Student progress/data *Implementation successes and challenges *Narrative writing strategies *Expository writing strategies *Vertical alignment of instruction *Curriculum mapping *Comprehensive writing program
Co-teach for a week with an elementary classroom teacher during writing instruction	1, 2, 6	Daily reflection log uploaded into our online professional learning plan	1 week during the second semester	Bi-monthly with the elementary administrative team, Quarterly with the superintendent	*Scheduling challenges *Student progress *Co-teaching strategies *Expository writing instruction
Collaborate with elementary administrative team on a bi-monthly schedule	1, 2, 6	Mid-year and end of the year reflection that will address our learning and next coaching/learning steps	September to May	Bi-monthly with the elementary administrative team, Quarterly with the superintendent	*Collaborative walkthroughs *Walkthrough goals *Need for accountability to ensure regular walkthroughs occur *Support for teachers *Professional learning day facilitation

Supports for Plan Implementation (check all that apply and describe)

☒ Supervisor/Board: _____, Superintendent
☒ Peer: _____ Elementary Principal

☒ AEA/Regional: Various AEA Consultants
☒ Other: _____, Central Office Personnel
 _____ Elementary Administrative Team

Administrator Signature/Date _____

Supervisor Signature/Date _____